

LEARNING ABOUT NON-STRANGER SEXUAL ASSAULT

Lesson Duration: One 50-minute period

MATERIALS & PREPARATION

- Set of transparencies on Non-Stranger Sexual Assault
- "Blossom" video
- TV/VCR
- Class set of bookmarks
- Class set of evaluations

GOAL

To increase student awareness of non-stranger sexual assault.

OBJECTIVES

After completing the lessons, students will be able to:

1. Identify different types of sexual assault.
2. Understand laws relating to sexual assault.
3. Identify behaviors that increase the risk of sexual assault.
4. Identify and use skills to reduce the risk of sexual assault.

ADVANCED ORGANIZER

This lesson requires that you complete the steps in the order that they are listed below. Each step is described in detail on the following pages.

- STEP 1. Introduce the lesson
- STEP 2. Review sexual assault definitions
- STEP 3. Show "Blossom" video and discuss
- STEP 4. Review San Diego statistics
- STEP 5. Discussion on risk reduction
- STEP 6. Summary

PROCEDURE

STEP 1. Introduction (2 minutes)

- Greeting/Introduction
- Establish ground rules
 - Confidentiality
 - One person talks at a time (raise hands)
 - No put-downs
- Background information on Speakers' Bureau
- Advise students of sensitive nature of subject matter and encourage students to talk to school counselors as needed

STEP 2. Review Sexual Assault Definitions (10 minutes)

Explain to students that sexual assault is not about romance and passion, rather it is about power and control. There are many different types of sexual assault that they should know about. Refer to transparencies 1-6 to explain the different types of sexual assault.

STEP 3. Show "Blossom" Video and Discuss (15 minutes)

Show car scene and confrontation at school. Use the following questions to encourage discussion.

- What pressure lines did Josh use?
- What refusal lines did Blossom use?
- When did the atmosphere become hostile?
- Why did Josh think Blossom was interested in sex? (style of dress, parking, kissing)
- When is it okay to use force?
- What emotions did Blossom experience and were these typical? (anger, confusion, guilt etc.)
- How would you describe Josh's behavior when Blossom confronted him? (bullying, denying, threatening)
- What advice would you give Blossom/Josh?

STEP 4. Review San Diego Statistics (10 minutes)

Use transparencies 7-14 to review the following:

- Crimes by type (7&8)
- Gender and age breakdown (9)
- Place of attack (10)
- Use of weapon (11)
- Day/time of attack (12 & 13)

STEP 5. Class Discussion on Risk Reduction (10 minutes)

Use transparencies 14 -16 to help students identify ways to reduce their risk of sexual assault.

STEP 6 Summary (3 minutes)

Remind the students to set clear boundaries and to trust and act on their feelings. Everyone has the right to say "NO" to an unwanted touch. Encourage students to talk to school counselors, parents or another trusted adult if they have additional questions.

Have students complete evaluations. Provide bookmarks to students or classroom teacher.